

Miami-Dade County Public Schools

# MIAMI CORAL PARK SENIOR HIGH



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The mission of Miami Coral Park Senior High School is to facilitate and provide a rigorous and safe learning environment that will enable all students to achieve their full potential and become responsible, competitive and productive citizens in a continually-changing, technologically-driven, interdependent global society.

### Provide the school's vision statement

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It is the vision of Miami Coral Park Senior High School to provide the highest quality education to all students by utilizing a collaborative partnership with all stakeholders.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

SCOTT WEINER

#### Position Title

PRINCIPAL

#### Job Duties and Responsibilities

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Will oversee all aspects of the School Improvement process. Ensure appropriate delegation of responsibilities through the departmental assignments of Assistant Principals and members of the school's leadership team.

### Leadership Team Member #2

#### Employee's Name

YVETTER SANCHEZ

#### Position Title

ASSISTANT PRINCIPAL

### **Job Duties and Responsibilities**

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Will oversee all aspects of instructional, technological, and school culture departmental implementations (Language Arts, Reading, ELL, Acceleration and Attendance) as assigned by Principal.

### **Leadership Team Member #3**

#### **Employee's Name**

ZAKIA GARNER MARCHAN

#### **Position Title**

ASSISTANT PRINCIPAL

### **Job Duties and Responsibilities**

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Will oversee all aspects of instructional, technological, and school culture departmental implementations (Mathematics, Science, Social Studies, Acceleration and Attendance) as assigned by Principal.

### **Leadership Team Member #4**

#### **Employee's Name**

ELIZABETH TOCA

#### **Position Title**

INSTRUCTIONAL COACH

### **Job Duties and Responsibilities**

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Will ensure implementation of all literacy initiatives within each literacy supported content area (ELA, Reading, Science, Social Studies). Also responsible to oversee and conduct collaborative planning for the aforementioned departments.

### **Leadership Team Member #5**

#### **Employee's Name**

AMBAR ALFARO

#### **Position Title**

MAGNET LEAD TEACHER

### **Job Duties and Responsibilities**

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Will ensure implementation of all magnet initiatives within each all magnet programs. Also responsible to oversee and conduct all magnet related activities including magnet fairs, magnet applications etc.

## Leadership Team Member #6

### Employee's Name

ESMERALDO GOMIS

### Position Title

TEACHER, ESE

### Job Duties and Responsibilities

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Will ensure implementation of all instructional initiatives, impacting SWD and 504 students, with specific emphasis on the effective implementation of accommodations within the respective subject areas.

## Leadership Team Member #7

### Employee's Name

ANNETTE GARCIA

### Position Title

BEHAVIOR SPECIALIST

### Job Duties and Responsibilities

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Will ensure implementation of all instructional initiatives, impacting SWD and 504 students, with specific emphasis on the effective implementation of accommodations within the respective subject areas.

## Leadership Team Member #8

### Employee's Name

Maby Gonzalez-Nichols

### Position Title

Math Department Chair

### Job Duties and Responsibilities

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Will ensure implementation of all literacy initiatives within each literacy supported content area (Mathematics and Elective/CTE department). Also responsible to oversee and conduct collaborative planning for the aforementioned department

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Stakeholders are involved in the development and continuous improvement initiatives through consistent communication provided bi-weekly/monthly meetings ( EESAC, Faculty, Leadership, and Title 1 Parent meetings)

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SIP will be monitored quarterly via formal and informal walk-throughs in the core and CTE subject areas. Based on walk-through outcomes, re-assessment and reflection will take place with all stakeholders.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>83.7%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: C</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	70	123	93	150	436
One or more suspensions	22	17	7	3	49
Course failure in English Language Arts (ELA)	25	3	7	29	64
Course failure in Math	25	3	7	29	64
Level 1 on statewide ELA assessment	197	274	162	0	633
Level 1 on statewide Algebra assessment	120	271	154	5	550

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	213	181	192	27	613

### Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	5	1	1	6	13
Students retained two or more times	3	1	2	1	7

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	60	55	50	55	50	53	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	60	58	57				56		
ELA Learning Gains Lowest 25%	57	55	55				39		
Math Achievement *	36	51	45	30	43	38	36	42	38
Math Learning Gains	42	50	47				54		
Math Learning Gains Lowest 25%	59	56	49				66		
Science Achievement *	58	68	68	55	62	64	57	41	40
Social Studies Achievement *	62	73	71	65	69	66	53	56	48
Graduation Rate	94	92	90	89	89	89	89	56	61
Middle School Acceleration								56	44
College and Career Readiness	73	74	67	58	70	65	61	67	67
ELP Progress	44	57	49	46	49	45	50		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	642
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	56%	56%	47%		53%	52%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	52%	No		
Hispanic Students	59%	No		
White Students	66%	No		
Economically Disadvantaged Students	57%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	46%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	56%	No		
White Students	60%	No		
Economically Disadvantaged Students	54%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	49%	No		
Native American Students				
Asian Students				
Black/African American Students				



2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%		60%	57%	36%	42%	59%	58%	62%		94%	73%	44%
Students With Disabilities	35%		50%	46%	24%	37%	52%	36%	63%		96%	58%	
English Language Learners	27%		54%	54%	26%	49%	64%	52%	37%		90%	74%	44%
Hispanic Students	57%		60%	57%	36%	43%	59%	58%	62%		94%	73%	45%
White Students	40%		36%						70%		92%	91%	
Economically Disadvantaged Students	56%		56%	55%	34%	42%	56%	59%	62%		93%	69%	50%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%				30%			55%	65%		89%	58%	46%
Students With Disabilities	26%				19%			39%	63%		94%	29%	
English Language Learners	24%				21%			35%	43%		77%	76%	44%
Hispanic Students	50%				30%			53%	65%		89%	58%	44%
White Students	48%				33%						96%	63%	
Economically Disadvantaged Students	47%				27%			51%	64%		88%	56%	48%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRE
All Students	53%		56%	39%	36%	54%	66%	57%	53%		89%	61%	50%
Students With Disabilities	34%		45%	40%	26%	60%	76%	40%	33%		91%	34%	55%
English Language Learners	26%		45%	35%	27%	55%	68%	48%	34%		82%	74%	50%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	52%		56%	39%	36%	54%	66%	56%	53%		88%	61%	50%
Multiracial Students													
Pacific Islander Students													
White Students	68%		57%		56%	47%					100%	63%	
Economically Disadvantaged Students	51%		56%	41%	33%	53%	66%	57%	51%		88%	60%	50%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	50%	56%	-6%	53%	-3%
Ela	9	44%	54%	-10%	53%	-9%
Biology		56%	70%	-14%	67%	-11%
Algebra		28%	55%	-27%	50%	-22%
Geometry		35%	56%	-21%	52%	-17%
History		60%	70%	-10%	67%	-7%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	17%	-5%	16%	-4%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	18%	-10%	17%	-9%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

---

The data component which showed the most improvement was ELA with a proficiency of 57%, an increase of 7 percentage points from the 2022-2023 school year. New actions included fidelity with common planning, and an emphasis of data driven instruction focusing on complete align of text, vocabulary and rigorous text guided questioning.

##### **Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

According to the 2024 ALGEBRA EOC data, 36% of our students were proficient in Math as compared to the state average of 50% and district average of 54%. Based on this data and the identified contributing factors of high number of Level 1 and Level 2 students whose readiness levels limit their ability to master grade level tasks along with lesson plans and instruction that do not set high expectations.

##### **Greatest Decline**

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

---

According to the 2024 GEOMETRY EOC data, 3% of our students were proficient in Math as compared to the state average of 52% and district average of 56%. Based on this data and the identified contributing factors of high number of Level 1 and Level 2 students whose readiness levels limit their ability to master grade level tasks along with lesson plans and instruction that did not meet expectations and has shown the greatest decline from 22-23 school year.

##### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

According to the 2024 ALGEBRA/GEOMETRY EOC data, 36% of our students were proficient in Math as compared to the state average of 50% and district average of 54%. Based on this data and the identified contributing factors of high number of Level 1 and 2 students (L25/35) whose

readiness levels limit their ability to master grade level tasks and have evidenced the greatest gap from the 23-24 school year.

**EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

One main area of concern, drastically impacting achievement, is attendance (staff and student). The most recent years trends have shown the excessive absences for both, the 9th & 10th graders, are higher than that of 11th/12th graders, creating larger achievement gaps in all core academic areas.

**Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

---

The highest areas of priority are as follows (scaled from highest to lowest):

- \*Improving Math Achievement (Proficiency and Learning gains)
- \*Improving Acceleration Rate
- \*Improving Graduation Rate
- \*Improving Student and Staff Attendance

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Instructional Coaching

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2024 FAST PM3 data, 57% of our 9th and 10th grade ELA, 58% of our Science and 62% of our US History students were proficient as compared to the state average of 55% (ELA), 68% (SCIENCE) and 73% (SOCIAL STUDIES) and district average of 60% (ELA), 68% (SCIENCE) and 73% (SOCIAL STUDIES). Based on this data and the identified contributing factors of high number of Level 1 and 2 ESOL students whose readiness levels limit their ability to master grade level tasks along with lesson plans and instruction that do not set high expectations, we will implement the Targeted Element of Instructional Coaching/Professional Learning with a focus on setting high expectations and instructional delivery.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of the Targeted Element of Instructional Coaching/Professional Learning with a focus on setting high expectations and instructional delivery, an additional 10% (for all subjects) of the 9th/10th ELA, SCIENCE AND SOCIAL STUDIES students will score at grade level or above in area of ELA, SCIENCE AND SOCIAL STUDIES on the FAST PM3, Biology EOC, and US History EOC respectively for the 24-25 school year.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for all students shared during the professional learning sessions are evident during instruction. Administrators will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation especially for identified subgroups. Instructional delivery will be monitored to ensure that lessons result in high-quality



instruction. Feedback will be provided as needed. An online tracker to monitor OPM data on a bi-weekly basis will be developed. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

**Person responsible for monitoring outcome**

Elizabeth Toca, Instructional Coach

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Differentiated Instruction is a teaching approach that tailors instruction to all students' learning needs. All the students have the same learning goal, however; the instruction varies based on students' interests, preferences, strengths, and struggles. Through this process, high expectations can be maintained for all students.

**Rationale:**

The evidence-based strategy of differentiated instruction was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students as the teacher can tailor examples to match students' readiness levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Provide professional learning for teachers on effectively implementing differentiated instruction and setting high expectations for all students. Focus will be placed on the grouping of students for instruction based on relevant student data. As a result, teachers will be able to identify appropriate resources for student

**Person Monitoring:**

Elizabeth Toca, Instructional Coach

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

In line administrator and Instructional Coach will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation especially for identified subgroups. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed.

**Action Step #2**

Teachers will consistently develop lesson plans that address students' needs. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups. Data driven alignment will take place during weekly/bi-weekly common planning sessions.

**Person Monitoring:**

Elizabeth Toca, Instructional Coach

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Data Analysis of formative assessments will be reviewed monthly or quarterly as needed to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

**Action Step #3**

The Administrative Team will develop a schedule to conduct informal instructional rounds to ensure that classroom observations are implemented consistently and that instruction is engaging and data-driven.

**Person Monitoring:**

Yvette Sanchez, AP

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrators will develop (revise) a Walk- Through tool for informal instructional rounds. This tool will be utilized to identify and collect observational data, as well as determine the area(s) of improvement and the appropriate follow-up/support required to improve instructional practices.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2024 ALGEBRA/GEOMETRY EOC data, 36% of our students were proficient in Math as compared to the state average of 50% and district average of 54%. Based on this data and the identified contributing factors of high number of Level 1 and Level 2 students whose readiness levels limit their ability to master grade level tasks along with lesson plans and instruction that do not set high expectations, we will implement the Targeted Element of Instructional Coaching/ Professional Learning with a focus on setting high expectations and instructional delivery.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of the Targeted Element of Instructional Coaching/Professional Learning with a focus on setting high expectations and instructional delivery, an additional 10% (for a total of 41%) of students will score at grade level or above in area of ALGEBRA/GEOMETRY EOC.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for all students shared during the professional learning sessions are evident during instruction.

Administrators will

will attend collaborative planning to ensure that student needs are informing lessons as well as review lesson plans for indication of differentiation especially for identified subgroups. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed. An

online tracker to monitor OPM data on a bi-weekly basis will be developed. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

### **Person responsible for monitoring outcome**

ZAKIA GARNER MARCHAN- AP

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

#### **Rationale:**

This rationale was chosen because it identifies the goal and increases the achievement and engagement of every student by bringing out the best performance of the teacher guided by coaching centered methods to help teachers improve their decisions.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Data-Driven Decision Making being driving via common planning in the Algebra 1 and Geometry core subjects.

**Person Monitoring:**

Zakia Garner Marchan- AP

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide for teachers in common planning data-driven decision making process embedded in the culture of the department where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction resources and practices.

**Action Step #2**

Data-Driven Instruction

**Person Monitoring:**

Zakia Garner Marchan-AP

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During weekly common planning sessions, a focus on data-driven Instruction is an educational approach relying on the teacher's use of student performance data to make informed instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction will include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

**Action Step #3**

The Administrative Team will develop a schedule to conduct informal instructional rounds to ensure that classroom observations are implemented consistently and that instruction is engaging and data-driven.

**Person Monitoring:**

Zakia Garner Marchan

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrators will develop (revise) a Walk- Through tool for informal instructional rounds. This tool will be utilized to identify and collect observational data, as well as determine the area(s) of improvement and the appropriate follow-up/support required to improve instructional practices.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Acceleration****Area of Focus Description and Rationale**

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Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the Cohort Graduation Tracker, acceleration data has been identified as an area of improvement, as it has sustained slower growth (61% in 21-22, 58%, in 22-23, and 73% in 23-24 school year) when compared to district and state averages.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The measurable outcome we plan to achieve is to increase acceleration rate from 73 % to 85%. With the strategic use of data to inform instruction and plan assessments this goal is attainable as 51% of the current cohort has already met this requirement.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Area of Focus will be monitored by Actionable feedback quarterly informal walk-throughs by administration to adjust on going teaching learning strategies. Teachers will then aide students with self-awareness with data chats and allow teachers to align to curricular benchmarks and chart progress towards formative assessments.

### **Person responsible for monitoring outcome**

Zakia Garner-Marchan, Assistant Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

The evidence-based intervention that will be utilized for this area of focus is Data-Driven Decision Making and Ongoing Progress Monitoring (OPM). With the proper implementation of this strategy, career and technology instructors will use data at every level to make informed decisions on what is best for students, including goal setting, interventions, course work, revised pacing, and differentiating instruction etc.

#### **Rationale:**

This use of Data -driven decision making will assist in informing student progression through the coursework and drive instructional decision making leading increased achievement on CTE certification exams. Additionally, this will allow CTE instructors to evaluate the effectiveness and student responsiveness to instruction, thereby determining the strategies for intervention and/or re-assessment of content.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

CTE Formal/Informal Assessments

**Person Monitoring:**

Garner-Marchan, Zakia

**By When/Frequency:**

September 27th, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The CTE Team will develop a schedule for CTE formal assessments and submit to line Assistant Principal.

**Action Step #2**

Consistent Implementation of Assessments (Informal/Formal)

**Person Monitoring:**

Zakia Garner-Marchan, Assistant Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The CTE Team will reflect on assessment schedule and make revisions based on current schedule for CTE formal assessments and submit to line Assistant Principal.

**Action Step #3**

Progress Monitoring

**Person Monitoring:**

Scott Weiner, Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Administrative Team will conduct informal instructional rounds to ensure that classroom instruction is engaging, data-driven and aligned with the course outline and assessment schedule.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**specifically relating to****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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No Answer Entered

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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No Answer Entered

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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No Answer Entered

**Person responsible for monitoring outcome****Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1****Person Monitoring:****By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

## IV. Positive Culture and Environment

**Area of Focus #1**

Multiple Early Warning Signs

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data

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reviewed.

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The Early Warning Systems provide the indicators to identify students at risk of failing to meet their respective educational milestones such as meeting grade -level requirements, achievement on statewide assessments, student promotion and meeting graduation requirements as a result of poor attendance and/or discipline.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Based on the data review, our school will implement the targeted element of Early Warning Systems. In 2023-24, 57% of students had 10 or more absences, which is 12 percentage points higher than the district average of 45%. During the 2024-2025 school year, students with 10 or more absences will decrease approximately 10 percentage points, to 47%. Through our data review, we noticed that students who struggle with education milestones, such as attendance, discipline, meeting grade level on statewide assessments and student promotion are at risk for not meeting on-time graduation requirements and are at risk of dropping out. The Leadership Team along with counselors, will identify these students and develop a tracking system to support the student and family.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The Leadership Team and counselors will monitor and track the number of student absences, discipline incidents and learning loss. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

### **Person responsible for monitoring outcome**

Zakia Garner Marchan, AP

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

The Leadership Team, along with the Attendance Review Committee and student services team will implement various attendance initiatives, including close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

#### **Rationale:**

The evidence-based strategy of attendance initiatives was selected because we saw the trend of excessive absences within our grade 9 and 10 student cohorts. This prompted an urgent need to



provide the necessary supports to students (and families), to not only track and monitor, but improve student attendance.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

Staff will monitor student class attendance to determine the accuracy of attendance reports and provide timely feedback to the attendance clerk to ensure the timely correction of daily student attendance.

**Person Monitoring:**

Zakia Garner Marchan

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff will be provided daily attendance reports to facilitate the monitoring of student absences to ensure the accurate capture of attendance and helping to identify students with excessive absences. Students identified with excessive absences (daily or class absence) will receive a truancy referral to the grade level administrator, who will meet with the students to determine the cause of the absences.

**Action Step #2**

The Leadership Team will mentor individual students who have consistent truancy and are representative of at-risk youth.

**Person Monitoring:**

Scott Weiner, Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance.

**Action Step #3**

Implement Early Warning System to staff in order to identify at-risk students.

**Person Monitoring:**

Zakia Garner-Marchan, Assistant Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff have used the Early Warning Systems processes with fidelity to identify at-risk students. The respective grade level administrator has consistently conducted parent conferences during the registration process for students exhibiting a pattern of at-risk attendance and/or behaviors to at which time students have been required to enter into an attendance contract.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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To ensure all stakeholders are made aware of the initiatives outlined within the School Improvement Plan, the methods of dissemination include but are not limited to, the Annual Title 1 Meeting (September), as well as the SIP is addressed within the monthly EESAC meetings, and quarterly at faculty meetings. The SIP is readily available on the school's website: <https://mcpshts.net/>.

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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As a Title 1 school, part of the allocation is directed toward ensuring we offer a variety of programs, activities, and procedures to facilitate family engagement and foster the relationships with community stakeholders. The Community Involvement Specialist (CIS) consistently collaborates with parents and families in the development of the School-Parent Compact, as well as offer parent academy sessions and information regarding family assistance programs (i.e. Project Upstart, etc.). The Family Engagement Plan is readily available on the school's website:

<https://mcpshts.net/ourpages/auto/2024/8/21/44599336/2024-2025%20District-level%20PFEP%20-%20English.pdf?rnd=1724690810034>

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

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amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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To strengthen the academic programs, additional services such as tutorial programs are offered to students in the areas of Language Arts, Mathematics, Reading, Science, and Social Studies. This is implemented to specifically close the achievement gap, ensuring equitable academic opportunities for all of our students.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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As a Title 1 school, our plans are developed in collaboration with all school and community stakeholders, as we partner with multiple local programs that assist in providing services to our student population. These programs cover a wide array of services including housing, & transportation assistance, migrant assistance, career and technical programs, etc., all offered in conjunction with MDCPS and or our Adult Education Program housed here on campus.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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To ensure the students receive the appropriate mental health support and/or servicing, the Administrative Team has streamlined the process of requesting/recommending such services. The TRUST Counselor provides the necessary supports to students on a case by case basis, and refers students requiring additional mental health services to the Mental Health Coordinator. Staff has been trained on the process of identifying students possibly requiring these services and how to request services through the student services department.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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The Administrative Team has gone to great lengths to ensure student offerings cover a wide array of postsecondary opportunities, that may be earned during and after their high school experience. These offerings are inclusive of Advanced Placement and Dual enrollment courses (on and off campus), Career and Technical programs, and partnership programs such as Baker Aviation. These in addition to our blossoming magnet programs offers students opportunities to experience a varied number of programs to inform their future paths, while earning credits towards their post-secondary endeavors.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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The schoolwide tiered disciplinary plan includes strategies that must be implemented at the classroom level, by the instructor, prior to escalation. Once the teacher has exhausted the disciplinary strategies, the process escalates to the grade level counselor and administrator, at which point the team meets with student and parent to devise a disciplinary action plan which is signed by all parties. This allows the appropriate communication amongst the team as well as allows an

opportunity to provide intervention services which in most cases curtails the behaviors.

**Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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The Administrative and Leadership Teams, both conduct data chats and trainings to ensure the proper utilization of data to inform instruction. The Instructional staff members are required to participate in a Data Training (Learn, Grow, Master, Teach @ The Park) at the beginning of the year, in which they disaggregate the available data for the previous year to determine the effectiveness of strategies and use the same processes to analyze their current students to set achievement goals for the current year. These goals must be specific and measurable, as it must correlate to their DPGT targets.

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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N/A

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00